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ABSTRACT

The Women's Educaticnal Equity Act (WEEA) was passed as part of the Special Projects Act of the Educational Amendments of 1974. The WEEA authorizes the support of an extremely broad range of activities to help eliminate sex bias in education, including, among many others, materials development, preservice and inservice training, guidance counseling, and research. This publication reports on WEEA's first year of activity, giving information about types of projects applying for and receiving grant money. A list of grants funded in various areas is included, with a brief program description for each. (Author/BP)

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WOMEN'S EDUCATIONAL EQUITY ACT

First Annual Report

September 30, 1976

CG 011718

WOMEN'S EDUCATIONAL EQUITY ACT

First Annual Report

September 30, 1976

U.S. Department of Health, Education, and Welfare

David Mathews, Secretary
Virginia Y. Trotter, Assistant Secretary for Education

Office of Education
William F. Pierce, Acting Commissioner

DISCRIMINATION PROHIBITED – No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

The President
The White House
Washington, D.C.

Dear Mr. President:

In this year of the bicentennial anniversary of our Nation and the second year of the International Women's Decade, it is especially appropriate to call attention to the development and implementation of the Women's Educational Equity Act Program (WEEAP) in the U.S. Office of Education.

Women and men have strongly expressed their interest in educational equity for women and have contributed actively with ideas and suggestions for the WEEAP. This Report describes the development of program policy and the initial implementation of the program in Fiscal Year 1976. It is realized that this is only a first step and that much remains to be done to achieve educational equity for women.

A catalytic effect is anticipated as a result of the employment of a capacity building strategy to extend the impact of each project beyond the local to the national level.

The development of models and materials for national use requires that all projects be sensitive to the cultural values of the various groups in the country, cultural values that are the expression of the ethnic, racial, and regional heritage of these groups.

In submitting the First Annual Report, the U.S. Office of Education wishes to express the gratitude of women and men throughout the United States for this opportunity to have educational equity as a national goal. Your firm advocacy of this goal has been of major importance, and I wish to express my gratitude for your leadership and support.

Sincerely,

William F. Pierce
Acting U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Honorable Nelson A. Rockefeller
President of the Senate
Washington, D.C.

Dear Mr. President:

On behalf of the U.S. Office of Education, it is a great pleasure to submit the First Annual Report on the Women's Educational Equity Act Program (WEEAP) prepared as part of the legislated mandate to submit such a report to the President, the Congress, and the Advisory Council on Women's Educational Programs.

In this year of the 200th anniversary of our Nation, it seems especially fitting to be implementing the Women's Educational Equity Act which authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women. This First Annual Report covers the period since the enactment of the Law on August 21, 1974, to the close of its first fiscal year of operation, September 30, 1976. Although no appropriations were available during Fiscal Year 1975, program policy and design were the heart of activities in preparation for the first fiscal year of operation, 1976.

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In submitting the First Annual Report, the U.S. Office of Education wishes to express the gratitude of the boys and girls and men and women of the country for the congressional support for educational equity for women that will have an equal impact of equity for men.

Sincerely,

William F. Pierce
Acting U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Honorable Carl Albert
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

On behalf of the U.S. Office of Education, it is a great pleasure to submit the First Annual Report on the Women's Educational Equity Act Program (WEEAP) prepared as part of the legislated mandate to submit such a report to the President, the Congress, and the Advisory Council on Women's Educational Programs.

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of Education

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PROGRAM NARRATIVE

The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Education Amendments of 1974, Public Law 93-380. The enactment of the legislation was the result of two bills: H.R. 208, introduced by Congresswoman Patsy Mink on January 3, 1973 and a companion bill S. 2518 introduced by Senator Walter F. Mondale on October 2, 1973. The House of Representatives and the Senate conducted public hearings in the summer and fall of 1973.

PROVISIONS OF THE ACT

The WEEA authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women. The activities include: the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; preservice and inservice training for educational personnel, including guidance and counseling personnel; research, development, and other educational activities designed to advance educational equity; guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration. Finally the WEEA authorizes the Commissioner to award small grants, not to exceed $15,000, for innovative approaches to the achievement of educational equity for women. Public agencies, private nonprofit organizations, and individuals are eligible to apply for contracts and grants to carry out these authorized activities.

The legislation created an Advisory Council on Women's Educational Programs. Seventeen members are appointed by the President with the advice and consent of the Senate. They are broadly representative of the general public and are conversant with issues involving the role and status of women in American society. Three additional members are specified in the law: the Chairman of the Civil Rights Commission; the Director of the Women's Action Program, Department of Health, Education, and Welfare; and the Director of the Women's Bureau, Department of Labor.

The Council has four statutory functions: to advise the Commissioner with respect to general policy matters relating to the administration of the Act; to advise and make recommendations to the Assistant Secretary for Education concerning the improvement of educational equity for women; to make recommendations to the Commissioner with respect to the allocation of WEEA funds which include the development of criteria to insure an appropriate geographical distribution of approved programs and projects throughout the Nation; and to develop criteria for the establishment of program priorities. In March 1976 the Council published its first annual report on activities and actions taken to fulfill its statutory functions. Copies of the report can be obtained from the Council office located at 1832 M Street, N.W., Washington, D.C. 20036.

STUDY OF SEX DISCRIMINATION

The Commissioner was also authorized and directed to conduct a national comprehensive review of sex discrimination in education to be completed by August 21, 1975, with funds available under the Act. Although no funds were appropriated in Fiscal Year 1975 for any of the programs authorized in the Special Projects Act, the Commissioner requested the National Center for Education Statistics to assume this responsibility and transferred some funds to the Center for that purpose.

Three critical areas were selected and contracts were awarded to make the studies. The Higher Education Research Institute conducted the following studies under the direction of Helen S. Astin--Sex Discrimination in Education: Access to Postsecondary Education and Sex Discrimination in Guidance and Counseling; Roslyn D. Kane conducted the third study, Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel. The studies were completed and transmitted by the Commissioner to the Advisory Council in April 1976. The fact that no funds were appropriated at the time, and the one-year deadline for the report precluded a comprehensive study that would touch every area of sex discrimination in education. The three studies are, by design, surveys of the condition of education in three important areas. The Council will assess the merits of the studies and will include their findings in recommendations to the Assistant Secretary for Education and the Commissioner of Education.

DEVELOPMENT OF PROGRAM POLICY

The first year of operation in Fiscal Year 1976 was preceded by a year of program development. Policy was formulated that would guide the program for its three years of authorized existence. Inasmuch as the Act authorizes $30 million to support the wide range of activities and the actual appropriation was $6.27 million, it was decided that the Women's Educational Equity Act Program (WEEAP) would seek to develop and enhance the capacity of the educational community to respond to the issues of equity. This strategy described as "capacity building" was seen as a means to extend the impact of the $6.27 million appropriation. Projects eligible for funds were those that sought to develop and validate educational training modules and other materials as well as to demonstrate new model educational programs for the greatest possible use by the educational community throughout the Nation.

The capacity building strategy coupled with the variables that characterize the women's movement determined that a policy on cultural diversity be established. The development of models and materials for national use demanded that all projects be sensitive to the cultural values of the various groups in the country, cultural values that are the expression of the ethnic, racial, and regional heritage of these groups. Furthermore, the WEEAP determined from the onset not to "create a new stereotype woman" but rather only to provide the means for increasing the options of women. Capacity building and awareness of cultural diversity became two critical program requirements.

The WEEA Regulation that set forth the conditions under which applications could be submitted and would be evaluated, established three priority areas for general grants. These areas, designed to provide focus to the program and to permit program assessment are: Priority A--Modules on Sexism in Education; Priority B--Programs for Educational Leadership; Priority C--Program Development Related to Career Preparation. With the exception of the development of sex fair tests, all authorized activities are included in these areas. The regulation allowed for the submission of applications outside of these areas, but they were not given priority as were those in the three areas above. Provision was made for a preapplication process in order to conserve the resources of applicants since the amount of funds was small and the expressed interest in the program was great. The WEEAP mailing list numbers approximately 6,000 names.

FIRST YEAR OF OPERATION

The regulation was published in the Federal Register on February 12, 1976. Over 800 preapplications for the general grant program were received and reviewed by both external and governmental readers. Approximately 130 preapplications judged to be among the best of those submitted, were invited to submit full applications. Shortly after the receipt and review of the preapplications, applications for the small grant program, numbering slightly over 400, were received. The total amount of funds requested by preapplications and small grants exceeded $105 million, almost 18 times the amount available.

In late May approximately 200 full applications were received. This number exceeded the number invited on the basis of the preapplication. Since the preapplication was not a requirement, all full applications were entered into the competition. The final outcome of the grant process was the support of 46 general grants in the total amount of $4,350,489, and 21 small grants totalling $301,933, bringing the combined grant total to $4,652,422.

CONTRACTS

Five contracts were awarded in Fiscal Year 1976. Three contracts were developed as a major contribution to women's educational equity and two developed for internal programmatic operations. The contracts are also described in this report. Policy papers on early childhood education, dissemination, and the identification of Federal activities in the area of women's educational equity were commissioned to develop background information for the next year of operation.

CHARTS, PROJECT SUMMARIES

In the following sections of this report are charts and project summaries that describe the program in terms of target population, substantive areas contained in the projects, type of applicant, level of education, and special academic areas. Charts also indicate the percent distribution of projects by region and by type of applicant correlated with the percent of submission by region and applicant.

Summaries of all funded projects are provided so that the public will know the types of materials which are being developed and will be available in the next few years. The summaries include the project identification, amount awarded for the first year, duration of the grant, project director, and a short description of goals, activities, and expected products.

DIVERSITY OF AWARDS

This section delineates the diversity of the general and small grants awarded in Fiscal Year 1976.

I. REGIONAL DIVERSITY

All 10 HEW regions are represented. The total number of general and small grants and the amounts awarded in each region are shown on Chart 1 below:

CHART 1

Number of Grants Awarded	Region	Amount
8	Region I	$660,529
6	Region II	454,464
8	Region III	576,321
5	Region IV	503,513
12	Region V	822,326
7	Region VI	472,419
6	Region VII	274,288
4	Region VIII	255,094
8	Region IX	405,265
3	Region X	228,203
Total 67		$4,652,422

The distribution of applications received by HEW regions is shown on Chart 2. Region V submitted the most general grant applications: 18.3% of 197 = 36 applications submitted. Region II submitted the most small grant applications (85), which represented 20.9% of the 407 received. Region II also submitted more applications than any other region: a total of 112 applications which represented 18.5% of the 604 applications submitted.

Chart 2 also shows the distribution of the grants awarded by HEW region. Region V had the most grants awarded as well as the most grants overall. Region VII had the most small grants funded. Correlations between applications received and grants awarded in each region can be made by comparing the corresponding columns on Chart 2. Chart 3 gives a graphic illustration of the regional diversity of the projects.

CHART 2

DISTRIBUTION BY REGION - FISCAL YEAR 1976

General and Small Grants

REGION	% of Applications Received			% of Grants Awarded		
	General n = 197	Small n = 407	Total n = 604	General n = 46	Small n = 21	Total n = 67
I	11.2%	10.8%	10.9%	13.0%	9.5%	11.9%
II	13.7%	20.9%	18.5%	8.7%	9.5%	8.9%
III	14.2%	11.8%	12.6%	13.0%	9.5%	11.9%
IV	9.6%	4.9%	6.5%	10.9%	0%	7.5%
V	18.3%	14.5%	15.7%	19.6%	14.3%	17.9%
VI	7.6%	8.8%	8.4%	8.7%	9.5%	9.0%
VII	4.6%	5.9%	5.5%	6.5%	19.0%	10.5%
VIII	3.0%	4.2%	3.8%	4.3%	9.5%	6.0%
IX	13.2%	12.1%	12.4%	10.9%	14.3%	11.9%
X	4.6%	6.1%	5.7%	4.3%	4.8%	4.5%

Correlations of percentages by region are shown on this chart. For example: 10.9% of the total number of grants received (604) were from Region I. 11.9% of the total number awarded (67) were from Region I.

CHART 3

REGIONAL DISTRIBUTION - FISCAL YEAR 1976

General and Small Grants

A - Priority A
B - Priority B
C - Priority C
G - General Grants/Other
S - Small Grants

II. DIVERSITY BY TYPE OF APPLICANT

The majority of the applications received as well as those awarded funds were from postsecondary institutions and local education agencies. Again correlations between applications received and grants awarded can be made by comparing the appropriate columns. The amount of funds awarded is shown on Chart 4 below:

CHART 4

Type of Applicant	General	Small	Total
Local Education Agencies	$ 945,744	$ 56,213	$1,001,957
State Education Agencies	406,502		406,502
Community Colleges	91,644	13,107	104,751
Other Postsecondary Institutions	1,836,732	174,235	2,010,967
Individuals	85,340	29,500	114,840
Women's Nonprofit Organizations	317,328	28,878	346,206
Other Nonprofit Organizations	667,199		667,199
TOTALS	$4,350,489	$301,933	$4,652,422

DISTRIBUTION BY TYPE OF APPLICANT - FISCAL YEAR 1976

General and Small Grants

Correlations can be noted by comparing the percentages by type of applicant. For example: 15.7% of the 197 general grants received were local education agencies. 19.5% of the 46 general grants awarded were local education agencies. See Chart 5 below.

CHART 5

Type of Applicant	Percentage Received			Percentage Awarded		
	General	Small	Total	General	Small	Total
Local Education Agencies	15.7%	14.0%	14.5%	19.5%	19.1%	19.4%
State Education Agencies	6.1%	1.5%	3.0%	8.7%	0%	6.0%
Community Colleges	4.6%	6.6%	6.0%	2.2%	4.8%	3.0%
Other Postsecondary Institutions	38.6%	44.5%	42.5%	45.7%	57.1%	49.3%
Individuals	4.1%	11.8%	9.3%	2.2%	9.5%	4.5%
Women's Nonprofit Organizations	13.7%	7.9%	9.8%	8.7%	9.5%	8.9%
Other Nonprofit Organizations	17.2%	13.7%	14.9%	13.0%	0%	8.9%
TOTALS	100%	100%	100%	100%	100%	100%

197 General Grants Received - 46 awarded or 23.4%
407 Small Grants Received - 21 awarded or 5.2%
604 Total Grants Received - 67 awarded or 11.1%

III. DIVERSITY BY PROJECT CONTENT

All levels of education are covered by the slate of awarded grants. Elementary, secondary, or postsecondary levels are the focus of the majority of the grants. Adult education is well-covered, and the preschool level is the target of a few projects. All of the grants show evidence of commitment to educational equity for women, including women from minority groups, and a number of projects are designed to meet the needs of minorities and other populations, such as offenders and persons from rural areas. Training and retraining, educational leadership, counseling and guidance, and career education are the substantive areas covered by most of the grants. Unemployed and underemployed women, vocational education, and physical education are the other substantive areas covered. Academic areas such as mathematics, science, and engineering are the focus of a few of the grants.

Charts 6a and 6b show the diversity of the projects by level of education, type of applicant, special target groups, substantive areas in legislation, and special academic areas. The breakdown is made by WEEA Program Priorities A, B, C, and General Grants/Other and small grants. Some of the grants may have covered more than one area. Therefore, the entries in the total column do not always equal the number of grants, 67.

WEEA PROJECT DIVERSITY - FISCAL YEAR 1976 CHART 6a
General and Small Grants

Major Categories	Number of Applications					
	A	B	C	G	Small	Total
Level of Education (Ultimate Beneficiaries)						
Preschool	2			1	0	3
Elementary	5				3	8
Secondary	3		5	1	4	13
Elementary/Secondary	11	4	2	1	3	2
Postsecondary	1	6	10	2	8	2
Adult		1	6	2	4	13
Type of Applicant						
Local Education Agencies	5	1	2	1	4	13
State Education Agencies	3	1				4
Community Colleges			1		1	2
Other Postsecondary Institutions	5	4	10	2	12	33
Individuals			1		2	3
Women's Nonprofit Organizations	3			1	2	6
Other Nonprofit Organizations	3		3			6
Special Target Groups						
Minorities						
Native Americans	2	2	2	1		7
Blacks	3	2	1	1	1	8
Spanish-Speaking	3	2	1	1		7
Asian Americans	2		1	1		4
Offenders			2		1	3
Urban	3		1			4
Rural	2		3	1		6
Mature			1			1

WEEA PROJECT DIVERSITY - FISCAL YEAR 1976 CHART 6b
General and Small Grants

Major Categories	Number of Applications					
	A	B	C	G	Small	Total
Substantive Areas in Legislation						
Counseling and Guidance	1		10	2	3	16
Career Education				2	13	15
Vocational Education			4	1	3	8
Physical Education	1		1		1	3
Educational Leadership						
Counseling and Guidance		4				4
Career Education		2	1	1		4
Vocational Education		3				3
Physical Education						
Educational Administration	1	3	1			5
Adult Education		1	1			2
Other					5	5
Training and Retraining	17	1	1	3	5	27
Unemployed and Underemployed Adult Women	1	1	9			11
Special Academic Areas						
Mathematics			1			1
Science			1		2	3
Engineering			2			2
Medicine				1		1
History	1				1	2
Agriculture			1			1
Social Studies					1	1
Library Sciences					1	1

GENERAL GRANTS FUNDED

PRIORITY AREA A - MODULES ON SEXISM IN EDUCATION

DEVELOP TEACHER'S GUIDE
FOR HIGH SCHOOL CURRICULUM

Far West Laboratory
for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Amount : $108,941
Duration: One Year
Director: Ms. Lisa K. Hunter

To develop and field test a teacher's guide for a high school curriculum package entitled "Sex Roles in Cultural Perspective." A Teacher's Guide to implement the curriculum package will be produced which will include appropriate instructional strategies, suggested student activities, and an annotated bibliography of print and audiovisual materials about women in many different cultures. The flexible curriculum will assist high school students of both sexes and widely varied cultural backgrounds to examine how sex role socialization affects their lives and to determine the degree of control they can exercise when making major life decisions.

TEACHER EDUCATION MODULES
ELEMENTARY/SECONDARY LEVELS

Georgia State University
Educational Foundation
Atlanta, Georgia 30303

Amount : $86,326
Duration: One Year
Director: Dr. Patricia Campbell

To develop and validate seven instructional modules on sex roles and stereotyping oriented toward specific areas of teacher education at the elementary/secondary levels (i.e., Human Growth and Development, Educational History, etc.). Preservice and inservice teachers will play a major role in the validation process as curriculum development will focus heavily on teacher behavior. Among the products will be seven instructional modules, an audio cassette tape and a set of transparency masters to be used in conjunction with materials, and a bibliography, a report of the validation procedures, a brief informal report on the validity of each of the seven instructional modules, and a self-supporting long-term distribution system.

INSERVICE TEACHER TRAINING
AWARENESS/EVALUATION SKILLS

Young Women's Christian Association
of Oahu
University Branch
1820 University Avenue
Honolulu, Hawaii 96822

Amount : $86,715
Duration: One Year
Director: Ms. Linda G. Ivins

To develop and validate an inservice teacher training workshop series to create awareness of sex role stereotyping and its consequences and to promote skills in the evaluation of textbooks and program materials and in the development of non-sexist curriculum. Participants in the development will be 2,331 certified personnel in the Honolulu school district. Although the model to be developed will be applicable to any ethnic group, this project will focus on the following: Filipinos, Chinese, Japanese, Polynesians and Whites. A trainer's manual and participant workbook will be designed for teachers and administrators.

TEACHER TRAINING PACKAGE
PRESERVICE/INSERVICE ELEMENTARY LEVEL

University of Kansas
School of Education
Department of Curriculum and Instruction
Bailey Hall
Lawrence, Kansas 66045

Amount : $57,729
Duration: One Year
Director: Dr. Walter S. Smith

To focus on the development of validated, packaged teacher training modules for preservice and inservice elementary school teachers. Emphasis will be on the behavior and attitudes of teachers, sex role stereotyping awareness, and on the instruction of teachers on techniques to combat problems of sex role stereotyping.

Products will include research, reports, module development and validation, and audiovisual materials.

STUDENT INVOLVEMENT
STATE POLICY MAKING

State Department of Education
Division of Curriculum and Instruction
Bureau of Student Services
182 Tremont Street, 4th floor
Boston, Massachusetts 02111

Amount : $125,000
Duration: One Year
Director: Ms. Kathleen Atkinson

To involve students integrally in its plan to eliminate sex discrimination in the State of Massachusetts. Focus will be on systemic and institutional change by developing and testing several models of student leadership and participation in the monitoring of sex discrimination policies, practices, and materials in secondary schools in Massachusetts. Citizen participation and student/teacher/parent collaboration will be provided for in eliminating sex bias in school practices.

Directly involved will be approximately 800 Student Advisory Council students who attend public, private, parochial, and vocational high schools, approximately 25 students who staff the regional Student Service Centers, and, eventually, over 1,700 secondary school students who are, by law, advisors to their school committees statewide. Eventually, teachers, school committee officials, and administrators will also receive technical assistance in techniques of working cooperatively with students. The project will also address the special needs of female students in vocational education as well as Black, Hispanic, Cape Verdeon, and Portuguese women in secondary schools.

Products will include 1) a workshop manual which will describe model workshop designs including workshops for training students, those for training adults in schools on how to collaborate with students, and leadership training workshops for program monitoring and revision; 2) a student leadership handbook which will serve as a guide for students on how to evaluate and monitor Title IX in their schools; and 3) a student service center handbook which will describe the establishment and operation of the Student Service Center as a model for effective collection and dissemination of Title IX information and for helping students and citizens with problems related to equal educational opportunity.

AWARENESS TRAINING MODULES
ELEMENTARY/SECONDARY LEVELS

Livonia Public School District
15125 Farmington Road
Livonia, Michigan 48154

Amount : $49,184
Duration: One Year
Director: Mrs. Esther Heusner

To create an increased awareness of sex bias through the development of training modules at the elementary/secondary levels for administrators, teachers, counselors, and parents. Emphasis will be on the concept and mores of the culture in which students are reared. Major activities will include modular development and validation and evaluation.

RURAL EDUCATORS
ELEMENTARY/SECONDARY LEVELS

Mid-South Educational Research Association
Box 635
University, Mississippi 38677

Amount : $93,325
Duration: One Year
Director: Dr. Walter M. Matthews

To develop and validate inservice training modules for rural educators at the elementary and secondary levels. Emphasis will be on systematic institutional change, with focus on rural Blacks, Whites, American Indians, and others. A student assembly program will be developed to acquaint elementary and secondary level students with the concept of women's equity in school and in society as a whole. A mobile unit will be used. Products will include audiovisual materials, self-test quizzes, and a library of sex fair materials.

INSERVICE TEACHER TRAINING
FOURTH, FIFTH, SIXTH GRADES

Educational Testing Service
Educational Studies Division
Rosedale Road
Princeton, New Jersey 08540

Amount : $45,858
Duration: Two Years
Director: Dr. Marlaine E. Lockheed

To develop in collaboration with two New Jersey school districts an inservice teacher training module which will promote equality of action between girls and boys in the classroom. Teachers of fourth, fifth, and sixth grade students will be trained to assess male-female behavior and to understand classroom procedures which will promote this equality;

they will work on the development, implementation, and validation of the module.

Products will include a practitioner-oriented review of the relevant research literature, a set of validated classroom activities, an evaluation guide for teachers for self-assessment of the impact of their interventions, and materials to facilitate the presentation of the module and to assess its impact.

TELEVISION SERIES/TRAINING
ELEMENTARY/SECONDARY LEVELS

City School District of New York
Board of Education - Division of
Educational Planning and Support
WNYE TV
112 Tillary Street
Brooklyn, New York 11201

Amount : $160,521
Duration: One Year
Director: Ms. Anne Grant

To develop a series of seven half-hour color television broadcasts which will illustrate current inequitable practices in various aspects of elementary/secondary education and demonstrate bias-free alternative methods. To accompany the television broadcasts, an inservice workshop will be developed through which 1,020 teachers will be trained as change agents within their individual schools. Participants can use the broadcasts and workshop activities to conduct workshops for their peers and serve as internal consultants for the reorganization of school policies and selection of curricular materials.

A self-contained teacher-training manual will be developed which will include the most effective workshop activities for identifying and changing inequitable practices, a list of resources used in the preparation of the television broadcasts, and a bibliography of recommended print and non-print material to eliminate sex discrimination.

PRESCHOOL TRAINING
FOR TEACHERS, STAFF, PARENTS

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, New York 10017

Amount : $116,689
Duration: One Year
Director: Ms. Barbara Sprung

To develop two films and accompanying course manuals for preschool teachers and parents to help them become aware of the inhibiting and handicapping effect that sex role stereotyping has on the physical, emotional, social, and intellectual development of children. The films will also demonstrate practical methods for sex fair child rearing and preschool teaching. The manuals will broaden the perspectives of the film audiences, help to generate and guide discussions of the problem and its solution, outline planning of specific programs to eliminate sex role stereotyping, summarize the issues raised in the film, and list suggestions for ways to practice sex fair child rearing and preschool teaching. The films and manuals will be a valuable resource for teacher training institutions for use in both preservice and inservice early childhood courses and for developing staff training and parent education programs for early childhood centers.

STATEWIDE SYSTEMIC MODEL
ELEMENTARY/SECONDARY LEVELS

North Carolina Board of Education
Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

Amount : $116,018
Duration: Two Years
Director: Dr. Amanda J. Smith

To develop a comprehensive statewide systemic model at the elementary/secondary levels in order to raise the levels of awareness and to change attitudes about sex bias in education through an emphasis on policies and procedures which foster sex role stereotyping and sex bias. Participants will include State consultants, administrators, personnel in the teacher education institutions of North Carolina and local community groups.

Products will consist of an adaptable model suitable for use by any State agency, an introductory film on sex bias in education, a bibliography of relevant materials, a course outline and materials for a training institute, and a recommended curriculum and reading list for a related formal college course.

PUBLIC SCHOOL DISTRICTS
COMPREHENSIVE PACKAGE

Tredyffrin/Easttown School District
507 Howellville Road
Berwyn, Pennsylvania 19312

Amount : $114,567
Duration: Two Years
Director: Ms. Marylyn E. Calabrese

To develop and validate a comprehensive package for eliminating sex discrimination in the institutional structure, policies, and operations involving the total public school district. The systems approach at the administrative level will be taken with an emphasis on the processes within the institutional setting.

Major activities will include the development and initial implementation of facilitation packets intended for use by other school districts, and the selection of other school districts to participate in the validation to be accomplished during the second year of the project.

INSERVICE/PRESERVICE TEACHER TRAINING
SKILLS TO COMBAT SEX DISCRIMINATION

West Chester State College
Department of Education and
Women's Institute
West Chester, Pennsylvania 19380

Amount : $66,364
Duration: Two Years
Director: Ms. Debra Klinman

To develop, validate and implement a 48-hour course consisting of 16 training modules for use in inservice and preservice teacher training at the elementary, secondary, and postsecondary levels. Focus will be on the teachers and their attitudes and behavior as reflected in their teaching, as well as on the elimination of sex discrimination in curricular approaches and classroom structures. A college course on sex discrimination in the classroom will be produced.

AWARENESS/STEREOTYPING
SPANISH READING SERIES

Commission for the Betterment of Women's Rights of the Commonwealth of Puerto Rico
P. O. Box 11382
Fernández Juncos Station
Santurce, Puerto Rico 00910

Amount : $104,200
Duration: One Year
Director: Dr. Isabel Picó de Hernández

To develop awareness training modules for teachers, student teachers, and administrators on the subject of sex biases that are present in the Spanish reading series used in all public elementary schools and most private schools in Puerto Rico, and in many bilingual programs in the United States.

EDUCATIONAL PERSONNEL/COMMUNITY
PRESCHOOL/ELEMENTARY/SECONDARY LEVELS

Region XIII Education Service Center
6504 Tracor Lane
Austin, Texas 78721

Amount : $153,762
Duration: One Year
Director: Mr. Donroy Hafner

To provide awareness training in sex bias for a wide audience of educators and other persons who are with preschool/elementary/secondary students in school settings such as administrators, counselors, teachers, day care personnel, parents and community volunteers. Major activities will include the development of training modules with self-study packets, pilot testing involving the above participants, and the development of a systematic dissemination plan.

MODEL PROGRAM TRAINING PACKAGE
SECONDARY/POSTSECONDARY LEVELS

University of Vermont
Department of Psychology
John Dewey Hall
Burlington, Vermont 05401

Amount : $111,912
Duration: One Year
Director: Dr. Martha Kent

To produce a packaged videotape/film and training manual suitable for a wide variety of settings through the development of a model program to teach and clarify skills in self-evaluation, self-assertion, and organizational systems at the secondary and postsecondary levels. Designed to complement social change, women and men will develop greater competency in a specific set of skills needed for sex fair interactions.

SCHOOL DISTRICT ANALYSIS MANUAL
EDUCATIONAL PERSONNEL/CITIZEN GROUPS

Institute for Women's Concerns
1018 Wilson Boulevard
Arlington, Virginia 22209

Amount : $29,499
Duration: One Year
Director: Dr. Roslyn D. Kane

To develop a manual for educational personnel and citizen groups describing the way to effectively analyze their school districts to determine whether discriminatory employment practices exist in the elementary and secondary schools. The manual will describe specific procedures for collecting and analyzing relevant data. Emphasis will be given to educational administration.

PHYSICAL EDUCATION MATERIALS
KINDERGARTEN THROUGH FIFTH GRADE

Western Washington State College
Physical Education Department
Bellingham, Washington 98225

Amount : $87,336
Duration: Two Years
Director: Dr. Chappelle Arnett

To develop physical education materials for kindergarten through fifth grade to eliminate sex bias and develop children's capacities. A process manual and teaching materials will be tested and validated. The manual will be developed to clarify the process used so that teachers can adapt the materials to their particular local situation.

Competency based preservice and inservice programs will be developed for teaching elementary school physical education and will be a vital part of a training program for personnel in participating school districts. Videotapes also will be used in a variety of content areas and will focus upon strategies of teaching non-stereotyped modes of interaction.

The project will ultimately provide refined and validated materials to remedy discriminatory practices in elementary school physical education programs.

LOCAL SCHOOL DISTRICTS
TRAINING MODULES/GUIDE

Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Amount : $88,107
Duration: One Year
Director: Dr. Barbara Powers

To develop four training modules and a trainer's guide to be available to local school districts for use in staff inservice training. Initial planning will be a cooperative effort among project staff, representatives from local school districts, university personnel and the Department of Public Instruction. Their suggestions will form the base from which four consultant teams will develop the final module. The trainer's guide will be developed primarily by the project staff by utilizing recommendations from an advisory committee created from the original planning groups. Four potential areas for the training modules will be guidance and counseling, instructional materials and teaching methods, vocational education, and community-school relations.

PRIORITY AREA B - PROGRAMS FOR EDUCATIONAL LEADERSHIP

CONTINUING EDUCATION FOR WOMEN PROGRAMS
DEVELOPMENT AND ADMINISTRATION

George Washington University
Continuing Education for Women
Library Suite 621 - 624
2130 H Street, N.W.
Washington, District of Columbia 20052

Amount : $56,803
Duration: One Year
Director: Ms. Marjorie Parks

To develop a model program to train administrators and counselors from colleges and universities in methods of developing, administering, and evaluating programs of continuing education for women in their respective institutions. These leaders in turn will train counselors and leaders in their institutions and communities. The program will include the development of a handbook for administrators, the production of audiovisual aids, and the utilization of these products in a training workshop.

EDUCATIONAL LEADERSHIP PERSONNEL
MULTI-MEDIA INSTRUCTIONAL MODULES

University Council for
Educational Administration
29 West Woodruff Avenue, Room 066
Columbus, Ohio 43210

Amount : $127,740
Duration: Two Years
Director: Dr. Jack Culbertson

To train administrators, policy makers, professors, graduate students and adminstrators-in-training within the educational system regarding inequities in educational opportunity which can be eliminated. Five multi-media instructional modules will be developed and validated to meet the special training needs of the five participating groups.

STATE EDUCATIONAL SYSTEM
TEACHING CERTIFICATION

University of Oregon
Center for Educational Policy and
Management
1472 Kincaid Street
Eugene, Oregon 97401

Amount : $126,040
Duration: Two Years
Director: Dr. Patricia Schmuck

To implement a model for achieving sex equity in Oregon's public school management that can be replicated in other State systems of education. Structured to achieve six basic goals, the model will attempt to change attitudes and content of preparation leading to changes in individuals, administrative and policy making groups and institutions within the State.

New courses will be established and others restructured at two major State universities to include content on sex role socialization and stereotyping. Through collaboration with the the State Department of Education, it is expected that these will become a requirement for teaching certification. A network of local school districts working in cooperation with the proposed State Advisory Board on Sex Equity in Education will assume responsibility for providing technical assistance for implementation of staffing policies consistent with concepts of equity and provide for placement opportunities after the initial year. These activities will be further supported by research activities which will complete the model.

GRADUATE LEADERSHIP PROGRAM
REGIONAL CONFERENCES/CAMPUS WORKSHOPS

University of Tennessee
Department of Educational Psychology
and Guidance
Knoxville, Tennessee 37916

Amount : $116,200
Duration: One Year
Director: Dr. Sharon Lord

To develop, implement, and validate an exemplary, sex fair leadership program in the fields of vocational and personal counseling, career education, and educational psychology. This leadership program will produce outstanding female and male leaders capable of assuming faculty positions in institutions of higher education as well as positions in the field of counseling, such as elementary and secondary school guidance counselors, college counselors, vocational counselors, and career educators. Articulation will be in the form of course modules, course components, and an implementation handbook adaptable to other postsecondary institutions. Regional conferences and campus workshops will re-educate the faculties in graduate departments of guidance, counseling, educational psychology and career education.

LEADERSHIP TRAINING/RETRAINING
SECONDARY/POSTSECONDARY LEVELS

Education Service Center Region X
EPD Consortium D
P. O. Box 1300
Richardson, Texas 75080

Amount : $76,358
Duration: Three Years
Director: Dr. Billy N. Pope

To develop a viable leadership program in six fields at the secondary and postsecondary levels: educational leadership in educational administration, vocational education, career education, physical education, guidance and counseling and adult education. The project will address the need to restructure content of preparation in order to train individuals for leadership positions as well as retrain those already in decision making positions in educational institutions. Activities will include the development of training modules, the conducting of workshops and seminars, and the production of bibliographies and literature relative to women in administrative roles in education.

VOCATIONAL EDUCATION SYSTEMS
INDIVIDUALIZED TRAINING PROGRAMS

Wisconsin Board of Vocational,
Technical and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53702

Amount : $77,377
Duration: Two Years
Director: Mr. Eugene F. Bleidorn

To create a model program for placing women in decision making and policy setting positions in vocational education systems. Given clear definitions of experiences and skills needed for all administrative positions to insure fair competition, the project seeks to develop the talents of women already employed in a vocational educational system and to encourage and influence them to seek administrative positions.

Concentrated in one-day workshops, sessions will be conducted throughout the State for top administrators, middle management and students on the special problems and opportunities for women in vocational education. Individualized training programs based upon identified need will be worked out between women seeking advancement and their supervisors based upon job requirements and the women's current qualifications.

PRIORITY AREA C - PROGRAMS RELATED TO CAREER PREPARATION

SCIENTIFIC/TECHNICAL FIELD ENTRY
CURRICULAR/CAREER MODEL

Mills College
Center for Career and Life Planning
and Dept. of Mathematics/Computer Science
Oakland, California 94613

Amount : $43,265
Duration: One Year
Director: Dr. Lenore Carol Blum

To restructure aspects of the curriculum and career development services to assist undergraduate students of various ethnic, age, and economic backgrounds in acquiring the ability to use mathematical and computer concepts in actual situations. In addition to theoretical understanding, students will receive a grasp of how these principles are employed in various fields. Selective taping of project's activities will produce a document usable in the classroom to inform and motivate women students. An additional objective will be to demonstrate the techniques of the project for replication by other institutions.

ESTABLISH GROUP COUNSELING COURSES
TEACHERS/COUNSELORS/PROGRAM PLANNERS

The Regents of the University of California
UCLA-University Extension and Human
Development Services
10995 LeConte Avenue, Room 437
Los Angeles, California 90024

Amount : $39,809
Duration: One Year
Director: Ms. Sallie O'Neill

To train women and men selected from diverse geographic, ethnic, and economic groups in the techniques of establishing programs for women based on the successful UCLA University Extension model of Group Counseling for women. Through a five-day residential institute on the UCLA campus, 30 higher education and community personnel will be trained as program developers in group counseling for women and as trainers of paraprofessionals within their subsequent programs. Once the program is initiated in a new geographic area, students with strong leadership potential can be identified and invited to train for leadership positions in future course offerings.

AGRICULTURAL SCIENCE
INSTITUTIONAL CHANGE

Colorado State University
College of Agriculture
Fort Collins, Colorado 80523

Amount : $75,751
Duration: Two Years
Director: Dr. Charles W. Basham

To investigate the circumstances surrounding inequities and sex role stereotyping within the field of professional agriculture and to initiate the process of institutional change at the curricular, career preparation, and career exploration levels. The specific target population will be the present enrollment of students in the College of Agricultural Sciences at Colorado State University. Project objectives will include: to develop a data base which will include needs assessment and vocational/personal student profiles for currently enrolled agricultural science students; to establish curriculum structure guidelines that incorporate academic preparation requirements for successful career development; to create an integrated model for career counseling of women agricultural students; to conduct seminars for agricultural science faculty members; to develop a model course for women and men agricultural science students in order to present effective role models and career development strategies, as well as material for self-awareness and development.

APPRENTICESHIP TRAINING ENTRY
ADVANCED CAREER PREPARATION

Center for Human Services
5530 Wisconsin Avenue, N.W.
Suite 1600
Washington, District of Columbia 20015

Amount : $194,764
Duration: Two Years
Director: Dr. Avis Y. Pointer

This project, jointly submitted by the Center for Human Services (CHS) and the Graphic Arts International Union (GAIU) and the Union Employees of America, Printing Industries of America, is an outreach program which will enable local union committees to identify women who wish to obtain advanced career preparation and to become involved in apprenticeship programs.

The project will be conducted at demonstration workshops in two geographical areas to be selected. A needs assessment and pre-survey will be conducted and a model training program will be designed and delivered to workers at worksites and to appropriate management and officials. The GAIU Educational and Retraining Program is a union program operated in cooperation with management.

WOMEN OFFENDERS/MINORITIES/OTHERS
CAREER DEVELOPMENT MODEL

Miami-Dade Community College
Career Development Department
11011 S.W. 104th Street
Miami, Florida 33176

Amount : $91,644
Duration: Three Years
Director: Mrs. Barbara A. Greadington

To design and develop a comprehensive career development model with emphasis on women offenders and major factors in the stage of transition from the correction institutions to the community outside. Attention will be directed to the needs of minority groups, primarily Blacks and Latins. In addition to career development courses, workshops, assertiveness training seminars, and counseling, products will include a comprehensive career development model for women offenders as well as the female population in general, techniques for creating interest in non-traditional careers, and counseling techniques for ex-offenders.

COLLEGE LEADERSHIP TRAINING
LIFE CAREER EFFECTIVENESS

Barat College
Office of the President
700 Westleigh Road
Lake Forest, Illinois 60045

Amount : $61,635
Duration: Three Years
Director: Dr. Sallyann Poinsett

To develop a leadership training model for women, this project will investigate, identify and compile an inventory of attitudes and skills development resources relevant to life career effectiveness within the context of a liberal arts education; and will conduct a series of courses and workshops to test skill-development and leadership training approaches, evaluate the training and disseminate the outcomes. Participants will be undergraduates of varying ages, ethnicity, and fields of studies.

CAREER PREPARATION MODEL
EDUCATIONAL EQUITY IN ENGINEERING

Purdue University
Department of Freshman Engineering
West Lafayette, Indiana 47907

Amount : $46,523
Duration: Eighteen Months
Director: Dr. William K. LeBold

To design a model program for women who have traditionally not entered the field of engineering. After the planning phase, the model will be conducted in the spring of 1977, and an evaluation phase in the summer and fall of 1977. Focus will be on providing "hands on" engineering experiences and career counseling in role model experiences for women entering the engineering field. Supplementary counseling will also be provided to meet the special needs of minority participants. Comparative data will be collected from men entering the engineering field.

HIGHER EDUCATION
ADMINISTRATIVE LEADERSHIP

Wichita State University
1845 Fairmont
Wichita, Kansas 67208

Amount : $81,723
Duration: Two Years
Director: Ms. Carol W. Konek

To develop an exportable model designed to enhance the entry of women into administrative leadership positions in higher education and to insure their continued mobility and success in such positions. Through a series of workshops and seminars structured for men and women university personnel of administrative and faculty rank, it is hoped to change attitudes regarding the administrative potential of women at the point where initial impact of such changes would be most potent. A test instrument, unbiased by traditional images of sex roles and language to be used by prospective women administrators for self-assessment and documentation of administrative potential, will be developed and validated.

TRAINING/MULTI-MEDIA MODULES
ELEMENTARY/SECONDARY/POSTSECONDARY

University of Minnesota
Psychoeducational Studies
249 Burton Hall
Minneapolis, Minnesota 55455

Amount : $173,999
Duration: Two Years
Director: Dr. L. Sunny Hansen

To enable a group of elementary, secondary and postsecondary school systems to collaborate on the development of a transportable training model and multi-media training modules that will help reduce sex bias in educational institutions. The models and modules will assist teachers, parents, counselors, and teacher and counselor educators to become skillful and sensitive facilitators of change in the area of career-related sex role stereotyping. Products will include collaborative training models with process and content components related to career options in selected elementary and secondary schools, community colleges, a vocational technical institute, a four-year college, and the university; a series of color video cassettes with viewer's guides and a parent module, particularly for elementary and secondary school settings, will be used as part of the training model.

EXPANDING CAREER OPTIONS
RURAL COUNSELORS/ADMINISTRATORS

Nebraska Commission on the Status of Women
619 Terminal Building
Lincoln, Nebraska 68508

Amount : $89,849
Duration: Two Years
Director: Ms. Twila Christensen-liggett

To provide guidance counselors and administrators with a process to help students identify and respond to changes in roles and responsibilities. A unique emphasis will be placed on expanding resources for counselors in rural settings. Leaders' and trainers' manuals will be developed for nationwide utilization in small rural school systems and in training workshops.

RURAL HIGH SCHOOL WOMEN
CAREER ENTRY

Dartmouth College
Options Project
Hinman 6021
Hanover, New Hampshire 03755

Amount : $144,943
Duration: Two Years
Director: Dr. Faith Dunne

To assist rural high school women in career entry in three ways: to develop a needs assessment on the career perceptions and attitudes of non-college-bound rural women in Vermont and New Hampshire; to create and evaluate a model for participant research which could be replicated elsewhere; and to design well-structured and vigorously evaluated curriculum packages specifically for rural women, which could be readily adopted in other rural areas.

MATURE WOMEN/DIVERSE CULTURES
EMPLOYMENT AWARENESS/URBAN/RURAL

New Mexico Commission
on the Status of Women
Plaza del Sol, Suite 811
600 2nd N.W.
Albuquerque, New Mexico 87102

Amount : $84,820
Duration: One Year
Director: Dr. Vera Norwood

To develop a model to assist entry or re-entry of mature women (age 25-60) into the work force by providing a course on employment awareness. An instructor's manual in English and Spanish will be developed and tested, which can be used nationwide to initiate such a course. Short training sessions will be provided for instructors on how to use the manual. County extension networks will be utilized over a four-State area (New Mexico, Utah, Arizona and Colorado) which offer an opportunity for adopting and testing one manual among diverse cultures and between rural and urban women.

INDIAN WOMEN AND OTHERS
LEADERSHIP TRAINING

United Tribes Educational
Technical Center (UTETC)
3315 South Airport Road
Bismarck, North Dakota 58501

Amount : $149,364
Duration: One Year
Director: Dr. Eddy Tyree

To design a leadership training program and to develop special knowledge and skills in order to better prepare Indian women and others for a variety of career options and to eliminate the double inequities that Indian women face. A training/resource center will be set up at UTETC. The program will increase the participants' awareness of their aptitudes and potential, will introduce and explore a variety of career alternatives, will provide leadership training to develop a cadre of leaders and resource persons at the local level, and will utilize local community resources as a support system for women. Leadership training will focus on decision making skills and assertiveness training; those trained will, in turn, become resource persons for others in their communities. Materials will be developed to meet the special needs of Indian women. Products also will include training packets which can be used in other regions of the country, mini-materials for use at the local level in the various communities of the participants, and brochures and pamphlets developed from journals of the participants to which they can refer after the project is concluded.

SOPHOMORE HIGH SCHOOL STUDENTS
INDIVIDUALIZED CAREER PREPARATION

Case Western Reserve University
Department of Education
2040 Adelbert Road
Cleveland, Ohio 44106

Amount : $97,744
Duration: Two Years
Director: Dr. Elyse S. Fleming

To develop procedures for identifying the kinds of barriers that may be predicted to interfere with the fulfillment of the potential of talented sophomore high school students in a variety of settings: public coeducation, independent and parochial schools, and from diverse racial and family backgrounds. Strategies for removing those barriers will be designed and a handbook will be developed for guidance personnel who will be involved in all facets of the program from research to validation. An individualized career preparation program will be designed to meet the specific needs of adolescent students as they attempt to overcome those identified barriers. Opportunities will be provided for dialogue between students, community leaders, and university personnel who might serve as role models.

PRETRIAL INTERVENTION PROGRAM
JOB OPTIONS FOR WOMEN

Job Options for Women on Probation, Inc.
112 Market Street
Harrisburg, Pennsylvania 17101

Amount : $85,340
Duration: Two Years
Director: Ms. Marilyn B. Goldman

To develop a program to provide job training, employment counseling, and placement services to approximately 50 adult women offenders placed in a pretrial intervention program so that the client has the option of having criminal charges dismissed upon successfully completing the program. A modular packet will be produced, adaptable by other penal institutions, which will include one 60-minute cassette tape, 20 transparencies and a 30-page booklet explaining this service and how to duplicate it. Techniques for obtaining vocational training and nontraditional jobs will be explored.

COMPREHENSIVE EMPLOYMENT/TRAINING
DISADVANTAGED ADULTS

Opportunities Industrialization
Center of Rhode Island, Inc.
45 Hamilton Street
Providence, Rhode Island 02907

Amount : $74,947
Duration: One Year
Director: Dr. Patricia O'Connor

To develop and validate a dissemination strategy for a comprehensive model of institutional change to combat sex discrimination and sex bias in employment and training programs for disadvantaged adults. Potential replication is indicated for community-based comprehensive employment and training agencies, community action agencies, State Departments of Education and other adult education agencies operating related services.

OFF-CAMPUS LEARNING
BUSINESS/SOCIAL SERVICE

Alverno College
Research Center on Women
3401 South 39th Street
Milwaukee, Wisconsin 53215

Amount : $59,995
Duration: One Year
Director: Ms. Sandra L. Moore

To assess its program of off-campus learning experience for students placed within the business, industry, and social service agencies. Through placement experience, students have had an opportunity to examine a wide range of career opportunities, to assess their own skills and to develop a more positive self-image as a competent member of the work force. At the same time the program hopes to break down the attitudinal barriers toward women in non-traditional careers by providing male/female interaction in the work situation. Through a planning and evaluation team, the degree of success of this model will be gauged and reported for possible dissemination.

GENERAL GRANTS/OTHER

MEDICAL ACADEMIA MODEL
LEADERSHIP TRAINING

American Medical Women's Association
2302 East Speedway
Suite 206-A
Tucson, Arizona 85719

Amount : $84,425
Duration: Two Years
Director: Miss Herschella L. Horton

To establish a model system to develop women leaders in medical academia. Through concurrent programs of research and action, the inequities for female policy and decision makers in academic medicine will be documented. Curriculum development at the University of Arizona Medical School in Tucson will serve as the core of the model designed to provide potential leaders with a specialized training that will ultimately influence institutional policy and create role models for aspiring female administrators.

The research component will compile data showing the numbers and percentages of women in medical academia. Through survey techniques, an attempt will be made to determine attitudes and reasons for inequities eminating from the hiring authorities' point of view as well as from that of the potential candidate. A leadership workshop will be developed at the Tucson site to provide training for capacity building activities at other medical institutions.

INSERVICE TEACHER TRAINING MODULES
ELEMENTARY/SECONDARY LEVELS

Hope School District 1-A
117 East 2nd Street
Hope, Arkansas 71801

Amount : $112,483
Duration: Two Years
Director: Ms. Susan Clark

To develop, demonstrate, and validate training modules to be used for inservice teacher training in order to eliminate elements of sex role stereotyping and sex role socialization from the educational setting at the elementary/secondary levels. Emphasis will be given to the staff training seminar and the implementation of project components: staff development, counseling, and community education.

STATEWIDE PUBLIC TV BROADCASTS
MID/LOWER SOCIOECONOMIC LEVELS

University of Maine
Public Broadcasting Network
Alumni Hall
Orono, Maine 04473

Amount : $123,180
Duration: One Year
Director: Mr. Eric Van de Bogart

To design, produce, and broadcast a series of 13 half-hour television programs and 10 one-minute television spots for women who are currently outside the educational mainstream. These programs will provide information on educational opportunities to women in the middle and lower socioeconomic levels as well as the motivation necessary to persuade them to seek out these opportunities. The programs and spots will be broadcast statewide on the public television network and provided to all commercial television stations in the State of Maine. The programs will be produced in cooperation with all the educational institutions in the State which serve women. The project will be designed as a model to train women in the area of television production.

POSTSECONDARY WOMEN'S CENTERS
TRAINING MODEL/MATERIALS

Everywoman's Center
University of Massachusetts
113 Draper Hall
Amherst, Massachusetts 01002

Amount : $51,715
Duration: One Year
Director: Ms. Kathryn Girard

To improve the effectiveness of women's centers on college and university campuses by developing and implementing a training program for women's center staffs, by developing programs for selected centers in the HEW Region I, and by preparing printed materials on the content and skills of this training which can be disseminated nationally. The program will involve the training of selected women's center staff to develop programs which will foster educational equity at their respective institutions, and the creating and validating of a training model that these centers and others can utilize in providing assistance to additional centers. The training will be specially designed to increase the effectiveness of women's center staff at their home institutions by allowing them to try out new behaviors and approaches with University of Massachusetts administrators within the context and safety of simulations.

SMALL GRANTS FUNDED

INSERVICE/PRESERVICE TRAINERS
SCHOOL LIBRARIANS/MATERIALS

Arizona State University
Department of Educational Technology
and Library Science
Tempe, Arizona 85281

Amount : $14,915
Duration: One Year
Director: Miss Karen Tyler

To develop instructional materials for training school librarians to promote educational equity through acquisitions and utilization of materials appropriate for this purpose. A revised and validated program will be packaged. Target population: trainers of inservice and preservice school librarians. Products will include a set of training modules and an instructor's manual.

TECHNOLOGICAL EDUCATION
BASIC CONCEPTS/CAREER OPTIONS

San Jose Community College District
4750 San Felipe Road
San Jose, California 95121

Amount : $13,107
Duration: One Year
Director: Ms. Bobbie Gwinn Kawazoe

To develop, implement, evaluate and disseminate a model instructional program. This technologically-oriented instructional and career education program is designed to introduce persons who have traditionally not been exposed to technological education to a sampling of the basic concepts of technology and the career options available. It is also directed toward persons already employed in non-technical positions who have reached a plateau or become locked in dead-end employment classifications. A career education microfiche package will be produced.

INSERVICE/EDUCATIONAL PERSONNEL
KINDERGARTEN THROUGH THIRD GRADE

Stockton Unified School District and
Stockton Women's Center
701 N. Madison
Stockton, California 95202

Amount : $14,088
Duration: One Year
Director: Ms. Beverly Ford

To develop, execute and package a model workshop which will be an in-service training program for teachers, administrators, aides, and other in-school personnel who interact with children in kindergarten through third grade. Products will include the development and packaging of model inservice workshops, videotapes, brochures, and a 10-session workshop.

SPORTS PROGRAMMING MODEL
GIRLS/WOMEN IN COLORADO

Colorado Commission on the
Status of Women
600 C State Services Building
1525 Sherman Street
Denver, Colorado 80203

Amount : $14,979
Duration: One Year
Director: Mrs. Virginia Coyle

The Colorado Girls' and Women's Sports Commission of the Colorado Commission on the Status of Women will be designed to coordinate information and communication relative to sports programming for girls and women in Colorado. This Commission will facilitate educational opportunities for girls and women who are interested in exploring their sport potential. It will serve as an example/mode/model which can be adopted by other States in the Nation. Products will include a newsletter, master calendar and evaluation report.

ELEMENTARY PUPILS/TEACHERS
STEREOTYPES/ADULT OCCUPATIONS

Indiana University Foundation
Post Office Box F
Bloomington, Indiana 47401

Amount : $14,949
Duration: One Year
Director: Dr. Candace Garrett

To identify the nature of elementary school children's sex biases about adult occupations; determine the effectiveness of role-reversed stories in modifying these stereotypes, and disseminate successful procedures for modifying these stereotypes to school personnel in a concrete, practical way. Products will include articles, data regarding stereotypes of children, workshops and stories. Participants will include 1,400 pupils in grades one, three and five plus 59 teachers.

ENTRY/SCIENTIFIC CAREERS
UNDERGRADUATE RESOURCE MATERIALS

Kansas State University
Division of Biology
Manhattan, Kansas 66506

Amount : $15,000
Duration: One Year
Director: Dr. Ann E. Kammer

To promote the entry of qualified women into scientific careers which traditionally have been male dominated. Resource materials for an innovative college course will be developed and validated on campus. One hundred undergraduates will be involved.

COMMUNITY TEEN/CAREER TRAINING
600 MINORITY STUDENTS INVOLVED

Young Women's Christian Association
2023 Government Street
Baton Rouge, Louisiana 70806

Amount : $14,996
Duration: One Year
Director: Ms. Sanita Joyner

To expand career opportunities of women through a community-based teen career training and counseling program at the junior/senior high school levels; designed to be supplemental to in-school career education yet remedial of past/current discrimination, sex role stereotyping and sex role socialization. Approximately 600 minority students will be involved. A training manual and a training program module will be produced.

SEVENTH/EIGHTH GRADE/MIDDLE SCHOOL PUPILS
TEACHER TRAINING/RESOURCE GUIDE

Waterville Board of Education
Pleasant Street
Waterville, Maine 04901

Amount : $14,950
Duration: One Year
Director: Mrs. Mary Lou Maisel

To promote educational equity for women through sex fair learning of career education by the development of a model program containing both teacher training and curricular components. Evaluation will include in part a newly designed instrument. In addition to seventh and eighth graders, participants will include 559 students and 41 teachers from the middle school. Products will consist of the training module, evaluation instrument, and revised career education resource guide.

SCHOOL DISTRICT POLICY MAKING
PARENT/COMMUNITY INVOLVEMENT

Ms. Janice Pottker
6208 Craithie Lane
Bethesda, Maryland 20016

Amount : $14,500
Duration: One Year
Director: Ms. Janice Pottker

To identify different techniques which have been successfully utilized by parents and community members in order to obtain involvement in local school district policy making to eradicate sex biased policies and the impact of this involvement; also to identify methods used by local school districts to obtain and maintain parental and community involvement and support for their efforts to eliminate discrimination in the school system. End products will include one handbook for parents and the community, one handbook for school officials, and a report covering 10 case studies of local task forces.

SENSITIZE UNIVERSITY FACULTY/STAFF
RETURNING WOMEN STUDENTS

University of Maryland
Counseling Center
College Park, Maryland 20742

Amount : $14,484
Duration: One Year
Director: Ms. Karen Weiss

To initiate a model low cost, student-operated, self-perpetuating program for returning women students. Training opportunities will be offered to returning women through a University course which will develop individual, group leadership, and academic survival skills and provide experiential learning. These students will work as peer advisors and leaders to provide services to other returning women in one of seven specialty areas and to potential returning women and to sensitize the University faculty and staff to those institutional barriers which frustrate returning women's pursuit of higher education. A program manual will be produced which will describe its development, the training techniques, program evaluation and outcomes.

WOMEN OFFENDERS/PRE-TRIAL/SENTENCED
COUNTY SHERIFFS/EDUCATIONAL SERVICES

Young Women's Christian Association
26 Howard Street
Springfield, Massachusetts 01105

Amount : $13,882
Duration: One Year
Director: Ms. Rosalind Canter

This demonstration and research project will concern the systematic denial of educational services to women incarcerated, and the development of a plan to incorporate educational needs for both pre-trial and sentenced women inmates. A "how to" report will be available to county sheriffs nationwide to assist in their adding educational services for their women's sections. Products will include the research study of existing educational services, the "how to" booklet, and the study of the demonstration program.

SALARY/COMPENSATION EQUITY
INSTITUTIONAL STAFF/MATERIALS

Central Michigan University
Office of Instruction and Research
Warriner 356
Mount Pleasant, Michigan 48859

Amount : $10,073
Duration: One Year
Director: Dr. Raymond N. Kieft

To develop a materials package for institutional staff such as affirmative action officers, equal opportunity officers, salary and compensation directors, personnel directors, administrative deans or vice presidents, to do the following: determine the nature and type of inequities toward women within the salary and compensation system of their institution, identify the individuals that are affected by the discrimination, determine the monetary needs applicable to eliminate all inequities directed at the individual and which encompass the entire system. The materials will be packaged in programmatic form to enable individuals to utilize the materials and apply them in a systematic way toward the development of an institutional salary and compensation equity study that is discrimination-free.

CAREER INFORMATION/GUIDANCE
PROFESSIONAL WOMEN/REFERENCE BANK

Rockhurst College
5225 Troost Avenue
Kansas City, Missouri 64110

Amount : $15,000
Duration: One Year
Director: Ms. Marcella Womack

To provide a model approach for assisting women to overcome career entry barriers, the project will combine three components: one-semester internship opportunities, the establishment of a reference bank of professional women in non-traditional career areas to which persons seeking career information and guidance can be sent, and the development of a Speakers' Bureau of professional women. The college will add $7,035 to the project.

PARAPROFESSIONAL COUNSELOR TRAINING
COMMUNITY-BASED PERSONS

University of Nebraska
Box 688
Omaha, Nebraska 68101

Amount : $14,987
Duration: One Year
Director: Dr. Kay Hood

To develop, implement and evaluate a paraprofessional counselor training program for community-based persons who work with women. Women exploring personal identity issues will be provided with supportive counseling services in community-based situations as well as on the university campus. A training package for paraprofessionals will be developed.

MEDIA CAMPAIGN BY/FOR STUDENTS
COMBAT SEX DISCRIMINATION

Rochester City School District
Urban Funded Programs
13 South Fitzhugh Street
Rochester, New York 14614

Amount : $12,196
Duration: Seventeen Months
Director: Ms. Karen Wieder, Acting

To develop a student media campaign to combat sex discrimination in the schools. The objective will be to create a more positive attitude among students toward the changing role of men and women in today's society. Students for the project will be drawn from the Rochester School District's Vocational Education Radio-Television Project because of their experience in the multi-media field. A role-model booklet for secondary students will also be developed. Target population will be 13,500 students. Products will include role-model booklet for secondary students, a one-half hour videotape program, and two one-minute service announcements.

AMERICAN HISTORY SUPPLEMENT
CONTRIBUTIONS OF WOMEN

Ms. Beverly Sanders
49 West 12th Street, Apt. 8F
New York, New York 10011

Amount : $15,000
Duration: One Year
Director: Ms. Beverly Sanders

To develop a series of six softcover illustrated pamphlets, which will trace the contributions of women to American history and culture from the colonial period to the present. Designed to supplement the standard American History and literature curricula, each pamphlet will cover a significant epoch in the Nation's and women's history. The materials will be pilot tested in a high school. The population served will include 450,000 teachers who are members of the American Federation of Teachers (AFT). The project will be implemented with the cooperation of AFT.

CAREER PLANNING PROCEDURES
ADOLESCENTS/TEACHERS/COUNSELORS

Cleveland State University
1420 University Tower
Cleveland, Ohio 44115

Amount : $15,000
Duration: One Year
Director: Dr. Lewis E. Patterson

To provide equity career planning procedures for adolescents (grades 8 and 12), teachers and counselors. Emphasis will be on the development, validation, and introductory use of a set of visual materials to help adolescent students consider the influence of cultural sex role stereotyping as well as to assist them in planning for options and opportunities that are free of sex bias. Counselors and teachers will be involved in capacity building for educational equity and the elimination of sex bias stereotyping. Products will include a visual materials package, manual, and trial test materials.

EVALUATIVE INSTRUMENTS
GRADUATE/PROFESSIONAL SCHOOLS

University of Oklahoma
1000 Asp, Room 314
Norman, Oklahoma 73069

Amount : $15,000
Duration: One Year
Director: Dr. Marilyn Affleck

To develop a package of evaluative instruments which will allow graduate departments to assess their abilities to retain female graduate students. The development of a model of factors contributing to success in graduate school is required. Institutional barriers will be identified which unnecessarily inhibit growth within the graduate and professional school environment; these factors will be transformed into a valid and reliable package of evaluative instruments.

SCIENCE CAREER COUNSELING
VIDEOTAPES/LIBRARY

University of Texas
College of Science
Arlington, Texas 76019

Amount : $15,000
Duration: One Year
Director: Ms. Ann Benham

To develop a science career counseling unit consisting of approximately fifteen 30-minute videotapes that will provide the necessary information, encouragement and inspiration to attract women toward scientific endeavors. A science career library will also be developed and will be available nationwide. Participants in a half-day seminar will include high school and college counselors from the heavily populated Dallas-Fort Worth metropolis of approximately 3 million people.

OCCUPATIONAL TOYS/CAREER GUIDANCE
KINDERGARTEN AND FOURTH GRADE

Utah State University
Logan, Utah 84322

Amount : $15,000
Duration: One Year
Director: Dr. Pamela Riley

To analyze the impact of new occupational toys on the career choices of kindergarten and fourth grade children. Twelve schools will be involved from three northern Utah counties. The proposed experiment is designed to determine whether toys can be utilized as a career guidance tool for grade school teachers. Approximately 1,440 teachers will participate in the validation. Products will include testing instruments and pre- and post-test materials for teachers.

FOUR-STATE REGIONAL RESOURCE BANK
WOMEN'S STUDIES/INDIVIDUALS/GROUPS

Washington State University
Special Programs for Women
Pullman, Washington 99163

Amount : $14,827
Duration: One Year
Director: Ms. Pamela Jacklin

To establish a regional resource bank that will provide concise, relevant, accessible information, and direct consultative assistance to Women's Studies Programs, individuals, and groups interested in women's studies in the States of Idaho, Montana, Oregon, and Washington. A total of 93 institutions will be served. Products will include the regional resource bank and a variety of print materials.

CONTRACTS AWARDED

Of the major WEEA contracts awarded in Fiscal Year 1976, the first two listed below were developed for internal programmatic operations and the latter were developed as a major contribution to women's educational equity. The official contract titles are:

* Project Coordination for the WEEA Program
* Process Evaluation for the WEEA Program
* WEEA Communications Network
* National and Regional Workshops and Development of Technical Assistance Materials for Title IX, Public Law 92-318
* Development and Implementation of a National Distribution System (Title IX, Public Law 92-318)

Like the WEEA grants, eligible applicants are public agencies, private nonprofit organizations, and individuals.

PROJECT COORDINATION FOR THE WEEA PROGRAMS

Educational Testing Service
Princeton, New Jersey 08540

Amount : $134,908
Duration: One Year
Director: Dr. Ruth B. Ekstrom

The objective is to facilitate communication among grant projects, to provide coordination of grant projects, and to facilitate their interactions and communication. Activities as needed will include training, conferences, print and non-print materials, as well as working with the education system, government, and special target groups to achieve educational equity for women.

Focus may be on the following:

* Level of education, i.e., preschool, elementary, secondary, postsecondary, adult;

* Subject area, i.e., counseling and guidance, career and vocational education, research, curriculum, sex role stereotyping, teacher education;

* Functional topics, i.e., project evaluation, project management, measurement, antidiscrimination legislation, use of media;

* Specialized target population, i.e., minority groups, rural, adults, offenders, handicapped, maturing;

* Type of grant, i.e., general, small.

PROCESS EVALUATION AND PRE-POST MEASUREMENT
INSTRUMENT DEVELOPMENT

American Institutes for Research

Amount : $350,000
Duration : 42 Months

East Coast:
1055 Thomas Jefferson Street, N.W.
Washington, District of Columbia 20007

Co-director: Dr. Dorothy Edwards

West Coast:
P. O. Box 1113
Palo Alto, California 94302

Co-director: Dr. Carmen J. Finley

This contract has two major objectives: 1) to develop case studies on selected projects funded under WEEAP, and 2) to assess project measurement needs in order to locate existing instruments for project use or to develop a minimum number of new instruments to meet project needs.

Because the WEEAP emphasis is on capacity building, its funded projects will be models and demonstrations or will result in tangible products that will respond to problems on a nationwide basis. The resulting outputs of most WEEAP projects will be transportable and have wide application.

Case studies on selected WEEAP projects will be developed in order to assess the effectiveness of a capacity building program; to identify critical steps, processes, and conditions in the course of project/product development; to assess the process and extent of dissemination and utilization of the products that were developed by the projects at the conclusion of the grant period. Information will be provided to the projects included. Reports will be prepared and recommendations made for the U.S. Office of Education and for the public that can be used in developing similar capacity building programs in the area of educational equity, and can serve as demonstrations of effective approaches.

Projects will be assisted in developing valid and reliable products and programs through the identification of the measurement needs of multi-year projects funded under the general program, literature search for instruments that will serve those needs, and in the absence of existing instruments, the development and validation of needed instruments.

WOMEN'S EDUCATIONAL EQUITY ACT:
COMMUNICATIONS NETWORK

Educational Testing Service
Princeton, New Jersey 08540

Amount : $449,989
Duration: 17 Months
Director: Mr. Richard O. Fortna

The communications network will serve individuals, organizations and institutions throughout the Nation that are conducting projects, activities, or research related to educational equity for women, as well as the projects under the Women's Educational Equity Act. Emphasis will be on two-way communication.

Subject matter will focus on educational equity for women. Format will vary from books, magazines, journals, research studies and summaries, project reports and products, monographs, to training materials, bibliographies, catalogs, and other print and non-print materials.

The network will be established through two sequential procurements, of which only the first is contracted for at this time; it is expected that the second procurement will be offered after the completion of the Systems Design Phase.

The first procurement, highly technical in nature, consists of the presentation of tasks relative to the design and extent of the network--in other words, a Requirements Definition which will analyze and assess all possible technical and substantive alternatives for the design of the network. Also required will be the development of a thesaurus and data base. None of this includes the operation of the network, which is the substance of the second procurement in accordance with the outcomes of the first procurement.

NATIONAL AND REGIONAL DISSEMINATION WORKSHOPS
AND DEVELOPMENT OF TECHNICAL ASSISTANCE
MATERIALS FOR TITLE IX, PUBLIC LAW 92-318

Council of Chief State School Officers
1201 16th Street, N.W.
Washington, District of Columbia 20036

Amount : $479,732
Duration: 18 Months
Director: Dr. Shirley McCune

Through the design of materials and the conducting of workshops, the contract will assist educational institutions and agencies by addressing problems in eliminating discrimination on the basis of sex which are most common to them. The contract deliverable will be a training package to disseminate technical assistance materials and to train key personnel to utilize these technical assistance materials in developing policies and programs to comply with Title IX material. The training package will be utilized under the contract to conduct the national and regional workshops and must be usable after the workshops by other institutions and agencies at local, State, regional and national levels.

Two invitational national workshops will be conducted with the target population including leaders at the elementary, secondary and post-secondary levels, such as the Chief State School Officers, presidents and deans of institutions of postsecondary education, directors of professional education associations, school superintendents, as well as other leadership personnel.

The first national conference will be held prior to the regional conferences to inform the participants of the training strategy and the technical assistance materials available to assist their institutions and agencies in promoting educational equity. At least 20 regional workshops will be conducted, using the contractor's training package designed to serve teams of people from all levels of education who are responsible for developing and implementing policies and programs in their institution or agency.

The second national conference will be held for the same group of leaders who attended the first national conference, where the results of the regional workshops and training materials will be reported. Specific plans and procedures will be developed for further use of the training package, and additional needs of institutions and agencies will be identified in order to achieve compliance with Title IX. Special conference packages will be developed, and briefing papers will be sent in advance to the participants.

The training package, replicable at reasonable cost, will focus on developing an understanding of sex discrimination in education, the requirements of Title IX, and the development of policies, programs, and management systems to insure educational equity. A trainer's manual also will be developed for the training package.

NATIONAL DISTRIBUTION SYSTEM
DEVELOPMENT AND IMPLEMENTATION

State of Maryland
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Amount : $159,159
Duration: Five Months
Director: Mr. David S. Rosenberg

The major objective is to design, develop and implement a National Distribution System for compliance materials associated with Title IX of the Education Amendments of 1972. The system provides the necessary documentation of procedures for reproducing and disseminating Title IX documents nationwide. The System will be completed by October 15, 1976.